DOCUMENT RESUME

ED 281 628 PS 016 485

AUTHOR Miller, Helen L.
TITLE Curriculum Design for Kindergarten.
PUB DATE Feb 87
NOTE 13p.; Paper presented at the Annual Illinois Kindergarten Conference (6th, Oak Brook, IL, February 26-27, 1987).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Curriculum Design; *Educational Objectives; *Instructional Design; *Kindergarten; Primary Education; *Teacher Role
IDENTIFIERS *Curriculum Emphases

ABSTRACT

After outlining the nature of children's learning in kindergarten, expectations for parent participation, and teachers' responsibilities, this paper presents aspects of a child-centered kindergarten curriculum. Listed first are long-term and short-term objectives which are pertinent to the role of the kindergarten teacher. These are followed by a list of teaching goals and guidelines for instruction. Finally, content is outlined for social, logico-mathematical, spatial-temporal, physical, and representational areas of the curriculum. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281628

Illinois State Kindergarten Conference Presentation
(Sixth Annual, Oak Brook, IL.)
February 26-27th, 1987

Presentor: Helen L. Miller, Education Consultant
1618 Lindell
Granite City, IL 62040-3838
Tel.: 618/ 452-4797

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CURRICULUM DESIGN FOR KINDERGARTEN

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Helen L. Miller
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 016485

Basic assumptions:

Young children begin their years of formal education expecting to succeed. They trust teachers to help them learn. Children enter school eager to participate and to cooperate in the learning adventure. Although young children have a different view of the world from that of the adult, they must be treated with the respect and given the acceptance by teachers that any other human being has the right to expect. The empty-vessel image of the child denigates the worth of the child as a human being. Children have the capability of learning social skills, of understanding the importance of considering the ideas, interests, and feelings of others, and of being responsible for their own learning.

Each child constructs learning according to his

BEST COPY AVAILABLE

individual interests and to his particular learning style. The concepts to be learned and the depth of the learning experience depend on a child's past experiences and on his level of developmental processing abilities. Their potential for learning relates to past home experiences--experiences from birth until they enter school. Verbal language skills and reading ability, in particular, correspond to the amount of interaction between parent and child. The degree of exposure the child has had to reading and to de-coding print will influence his ability to learn new skills in school.

Parents are expected to share the responsibility for a child's education, especially at the kindergarten level. The learning a child will have the opportunity to do cannot be achieved--must not be confined--to the hours a child is inside of a school building. Learning the basic skills--decoding print, simple math concepts, social interaction skills, the ability to observe, to communicate, and to verbalize thinking--occurs throughout the time a child is awake. Teachers will know only what a child does during the school day. The parent observes the child the remainder of the day. Therefore, observations and information about a child's learning process becomes a cooperative effort--teacher plus parents.

The teacher observes, listens, critiques, reports, learns, and guides learning. It is the teacher as the authority figure for the students who must, initially, set basic safety rules. She has the greater responsibility of knowing the students--recognizing particular learning styles,

observing the child as he works with materials, and listening to the child's language in order to communicate with that student. The teacher guides learning in a way that is appropriate for each student. She must, also, communicate with parents as often as possible.

Learning can be done ONLY by the child himself. Learning happens when a child has a need to have a new skill and/or new information that will enable him to solve his problem. He will use old knowledge, consider new skills and facts, and, carefully, sort out what is useful to his present situation. The old "knowing" absorbs a portion of new "information", retains what is valuable to the system, rejects what is of no significance, and combines the result. With this different, revised "knowing," the child extends what he can think about and use in order to approach the next occurrance. Learning is a process of moving from stability to confusion, to consideration, to acceptance and/or rejection, to realignment, onto trial, practice and returning to stability. The process continues throughout life.

New information comes from the new insight a child has constructed for himself. Information comes from many sources: (1) it is acquired from experiences a child has through interacting with and acting upon concrete materials; (2) it is introduced into the child's view of his world as he interacts and communicates with his peers and with adults; (3) it may come from observing people, or from observations of events; and (4) it may be verbally delivered by the teacher and/or parent to the student.

The basis of this curriculum is the belief that a child is a capable human being. Young children desires to succeed in school. A young child can become responsible for his own learning at the kindergarten level. Children who govern themselves have the best kind of discipline--an internalized understanding of need for rules in order to have a learning environment in which everyone work alone or with others.

Note: The child requires no states goals or objectives. Each child will establish his own goal as experiences motivate him to do so. The curriculum design that follows identifies the elements of the design pertinent to the role of the teacher.

Long Term Objectives:

1. The teacher will provide experiences and a learning environment in order to provide children with the opportunity to achieve long term objectives.

1.1. There will opportunities for each child to have new experiences.

1.2. There will be materials which a child can manipulate in new ways.

1.3. There will be discussions and observations--interacting with the child--to help the child realize and identify new

concepts.

1.4. The teacher will encourage the child to use present learning to solve problems and to create new learning.

Short Term Objectives:

2. The teacher will provide the opportunities for each child in order for him to achieve success in his learning. (This does not mean each experience will be successful. It means each child will feel satisfied with his own level of achievement. It is expected that each child will strive for the maxinum level of his potential for success.)

2.1. Each child will view himself as a valuable individual, important to himself and a worthwhile member of the group.

2.2. Each child will be given the opportunity to understand that the ideas, interests, and feelings of others are as important as are his own.

2.3. Each child will have experiences that will help him to become independent, aware, and curious.

2.4. Each child will be given the opportunity to contribute his ideas, his questions, his feelings, and his needs equally with all other members of the group--including the teacher.

2.5. Every child will have an equal opportunity to verbalize his thinking and his views will be respected.

2.6. Every member of the class is responsible for his actions, behaviors, and learning.

Teaching Goals:

3. The teacher is the ultimate authority figure who will model behaviors, learn with and about students, and provide appropriate learning experiences, and have the professional knowledge required for a developmental kindergarten program.

3.1. The classroom environment will have materials and visual aids that stimulate each child's thinking.

3.2. The teacher will have materials and will arrange learning experiences that reflect all types of learning needs and consider all styles of learning.

3.3. The teacher will be the role model and will use modeling and dramatizations to demonstrate behaviors and feelings, and to help children learn strategies for peer interaction.

3.4. Classroom management will come from the understanding of the students regarding the importance of "fair turns," "sharing," responsibility for materials, consideration for self and others, and from the democratic process of making rules.

3.5. The teacher will communicate with parents in order to plan learning experiences that are pertinent to each student's interests and abilities.

3.6. The teacher will report a child's progress to parents and will use parental observations to evaluate a child's progress.

3.7. The teacher will keep a log for each student in order to record a child's actions, interactions, and progress.

Instruction:

4. Instruction will be considered to be all experiences that enable a child to learn basic language and math skills that are necessary for communications and for further learning.

4.1. Concrete materials will be instructional materials appropriate to the child's interests, past experiences and level of development.

4.2. Verbal interchanges among children and between student and teacher will be a vital part of the program.

4.3. Children will be encouraged to verbalize their thinking and feelings in a constructive way.

4.4. Only a small portion of the instruction will be directive--told to the child by the teacher; however, the teacher will answer all questions as directly as possible.

4.5. Peer teaching--sharing ideas--will be the appropriate means of dealing with any learning that is to be accomplished during the kindergarten year.

Types of knowledge:

5. There are 5 types of knowledge--social, logico-mathematical, spatial-temporal, physical, and representational.

5.1. Social knowledge (information that is uniques to our culture).

5.11. Names of objects (a ladder in our culture is named, "ladder").

5.12. Names and dates of specific events (Independence Day is celebrated on July 4th of each year.).

5.13. Names of days of the week, months of the year, and seasons.

5.14. Letter names (a,b,c,d,e...).

5.15. Number names in consecutive order (1,2,3,4,5,6,7,8...).

5.16. Beginning sounds of familiar words, especially names of the children.

5.17. Print used to communicate by writing.

5.2. Logico-mathematical knowledge.

5.21. Quantification.

5.22. Comparing and coordinating differences.

5.23. Establishing equivalences.

5.24. Noting likenesses.

5.3. Spatial-temporal knowledge.

5.31. Relationship of self to objects, of objects to each other, of objects to actions, of self to objects and to actions.

5.32. Relationship of part to whole.

5.33. Relationship of whole to part.

5.4. Physical-knowledge.

5.41. Experience sizes, textures, shapes, consistency, specific qualities of various materials.

5.42. Relationship of objects to other objects.

5.5. Representational knowledge.

5.51. Ability to represent newly constructed knowledge on practical level.

5.52. Ability demonstrated by child's imitation of reality.

5.53. Ability demonstrated by child using one object to represent another.

5.54. Ability represented by pictures and models made by student.

5.55. Written representation (This is the most abstract and the most difficult one for young children. Those who are ready for this stage will be encouraged to use written language.

References:

1. Ames, Louise Bates. Is Your Child in the Wrong Grade? Lumberville, Pennsylvania: Modern Learning Press, 1978.

2. Ausubel, David. Educational Psychology: A Cognitive View. New York, N.Y.: Holt, Rhinehart and Winston, 1968.

3. Becvar, Raphael, J. and D. Becvar. Systems Theory and Family Therapy. New York, N.Y.: University Press of America, 1982.

4. Bruner, Jerome S. The Process of Education. New York, N.Y.: Vintage Books, 1960.

5. Cazdden, Courtney B. Language in Early Childhood Education. Washington, D.C.: NAEYC, 1981.

6. Dewey, John. Democracy and Education. New York, N.Y.: The Free Press, 1916.

7. Ginsberg, Herbert, and Sylvia Opper. Piaget's Theory of Intellectual Development. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

8. Graves, Donald. Children Want to Write. Portsmouth, New Hampshire: Heinemann Educational Books, Inc., 1983, pp.5-28.

9. Issacs, Susan. The Children We Teach. New York, N.Y.: Schoken Books, 1932.

10. Kamii, Constance and Rheta DeVries. Physical Knowledge in Preschool Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978.

11. Kamii, Constance. Young Children Invent Arithmetic. New York, N.Y.: Teachers College Press, Inc., 1985.

12. Labinowicz, Ed. Learning From Children. Menlo Park, C.A.: Addison-Wesley Publishing Co., 1985.

13. Lickona, Thomas. Raising Good Children. New York, N.Y.: Bantam Books, 1983.

14. Moffett, James. Active Voice. Upper Montclair, New Jersey: Boynton-Cook Publishers, Inc., 1981.

15. Murray, Donald M. Learning by Teaching. Upper Montclair, New Jersey: Boynton-Cook Publishers, Inc., 1982, pp. 182-184.

16. Perret-Clement, Anne-Nelly. Social Interaction and Cognitive Development in Children. London: Academic Press, 1980.

17. Piaget, Jean. The Language and Thought of the Child. New York, N.Y.: New American Library, 1955.

18. Piaget, Jean. The Moral Judgement of the Child. New York, N.Y.: Free Press, 1932.

19. Turner, M. The Child Within the Group: An Experiment in Self-Government. Stanford, C.A.: Stanford University Press, 1957.

20. Weber, R. D. Ideas Influencing Early Childhood Education. New York, N.Y.: Teachers College Press, 1984.